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ABSTRACT

The Language Awareness Working Party is a task force of Great Britain's National Congress on Languages in Education (NCLE) concerned with individual and societal sensitivity to and conscious awareness of the nature of language and its role in human life. Its principal overall objective is the promotion of language awareness in a variety of forms serving these objectives: making students' knowledge of their native language explicit and conscious; strengthening study skills for native and foreign language study; increasing understanding of the nature and functions of language to improve communication; showing students' the rich variety of languages and dialects, including English and its forms; fostering better cross-cultural relations through linguistic understanding; bridging the gap between home language and school language; introducing upper-level secondary students to the concepts and principles of linguistics; improving reading skills; and imparting the value of language as part of human life. The task force's report outlines its origins, membership, activities, and recommendations for NCLE activities in research and information dissemination. A bibliography, a map of language awareness activities and a list of schools carrying out language awareness work are provided in the appendices. (MSE)

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THE REPORT OF THE LANGUAGE AWARENESS WORKING PARTY

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THE REPORT OF THE LANGUAGE AWARENESS WORKING PARTY

I. ORIGINS AND TERMS OF REFERENCE

Since the inception of NCLE in 1976 each successive Standing Committee has instigated investigations into areas identified as important to any one or several of the full range of language interests encompassed within the NCLE framework. Hitherto these have taken the form of working parties which have submitted an account of their work and findings in the form of a Report plus additional papers which have been submitted to constituent organizations and presented at a bi-ennial Assembly together with recommendation for implementation, action or further work. Subsequently CILT[1] has published a compendium of their findings in the form of NCLE Reports and Papers. Whilst interests specific to one or other language group have been pursued according to their needs, determined by the existing Standing Committee (e.g. foreign language teaching examinations) increasingly interest has been shown in the development of work in language as it relates to all language areas (EFL, ESL, MCLs, FLs, EMT)[2] and the progression is reflected in the reports and papers, from E.W. Hawkins' The Linguistic Needs of Pupils in Reports and Papers No.1 through V. Cook, J. Long and S. McDonough's First and Second Language Learning and E.W. Hawkins' Language as a Curriculum Study in Report and Papers No.2 to several papers under the general heading Language Policies in Schools in Reports and Papers No.3.

At the 1982 Assembly there was a strong body of opinion emanating from representatives of the range of language interests that this work should be furthered. CILT took the first active step in organising a conference on Language Awareness which was held in Birmingham in January 1981 and to which there was a very good response which showed that a considerable number of schools were introducing courses in 'language', at different levels and for different age groups. This served to underline the importance attached to this developing area in many sectors and took work a useful stage further. Schools which had started to take their own initiatives in the field began to look for support from outside,

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1. CILT - Centre for Information on Language Teaching & Research, Regent's College, Inner Circle, Regent's Park, London NW1 4NS
2. EFL - English as Foreign Language, ESL - English as Second Language, MCLs - Minority Community Languages, FLs - Foreign Languages, EMT - English as Mother Tongue

notably from CILT, and it was under the chairmanship of J.L.M. Trim, Director of CILT, that an NCLE Working Party was eventually set up (the Language Awareness Working Party or LAWP), by now well into the two-year NCLE cycle. However, during the remaining period of that cycle an enquiry was carried out nationally with the assistance of local authority Chief Education Officers and Advisers, to establish where Language Awareness initiatives had been taken and a map indicating these areas was drawn up. In addition, a small network of schools engaged in the development of Language Awareness programmes was established which was to feature as the main focus of the Working Party's attention. It was the expressed view of participants at the Assembly as well as of the next Standing Committee that the activities of this Working Party should continue for the next cycle.

The Working Party

In the setting up of the Working Party care was taken to ensure as full representation as possible of language interests and of education sectors. Membership included three practising teachers and sectors ranged from Primary to Higher Education and included Secondary schools and Teacher Training. The full range of language interests was ascertained as far as possible; a number of individuals wore several hats in this respect. Usefully, too, one or two members had served on previous working parties which had helped to bring developments to this point. During the next stage of its operations in the second cycle activities continued under the chairmanship of Professor J.M. Sinclair.

Membership of the Working Party

T.R.W. Aplin, Head of Dept. of Modern Languages, Henry Box School, Witney, Oxon.

Ms. J. Brewster, School of Language Studies, Ealing College of Higher Education, London.

Dr. M.S. Byram, School of Education, University of Durham.

Mrs. F.I. Davies, Department of English Language & Literature, University of Birmingham.

C.E. Dawson, King Alfred's College, Winchester, Hampshire.

Ms. B.G. Donnall, Department of Education, King's College, University of London (Secretary).

P.J. Downes, Headmaster, Hinchingbrooke School, Huntingdon, Cambs.

Professor E.W. Hawkins, Emeritus Professor, York University.

Ms. S. McDonough, Department of Language & Linguistics, University of Essex.

Ms. A. Piper, School of Language Studies, Ealing College of Higher Education, London.

Professor J.M. Sinclair, Department of English Language & Literature, University of Birmingham (Chairman).

A.J. Tinkel, The Oratory School, Woodcote, Berkshire.

J.L.M. Trim, Director, Centre for Information on Language Teaching and Research, London.

Sponsorship

NCLE receives a small sum of money from the Department of Education and Science towards its expenses. This is barely adequate to cover even minimal Standing Committee expenses, however, and it has been necessary for working parties to seek financial support for their operations elsewhere. This Working Party was indebted for this essential support to:

The Bell Educational Trust, 1 Red Cross Lane, Cambridge.

The Hilden Charitable Fund, Gort Lodge, Sudbrook Lane, Petersham, Richmond, Surrey.

The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC1.

Terms of Reference

The activities of this Working Party were seen as the next logical step in the course of developments in the sphere of language both within NCLE and without. A major external influence was the report of the Bullock Committee, A Language for Life of 1975. This report gave a detailed analysis of the situation with regard to school pupils' language competence, not only in the sphere of English as mother tongue but in all other curricular areas (except, surprisingly, foreign languages) and made recommendations for amendments, correction and innovation in order to improve the situation, including the drawing up and implementation of school language policies. Largely as a result of this report, which received an appreciative response nationally, many schools sought to find an appropriate response to suit their circumstances. Whilst much credit is due for useful work carried out, a number of initiatives foundered owing inter alia to lack of clarity of detail with regard to translation of the recommendations into practice (e.g., what precisely was meant by 'policy', what was intended in

the classroom). The means for achieving the desirable end, viz pupils' improved performance in and via language in all curricular areas, remained somewhat uncertain.

In addition, the work of the Norfolk County Council Education Department in producing ALPINE materials (A Language Project in Norfolk Education) for use in Language Awareness work in Upper Middle or Lower Secondary schools had given impetus at the school operational level.

The primary intention of the Working Party has been to monitor, co-ordinate, support and guide Language Awareness activities in schools, to draw together strings from work carried out in the realm of theory and to bring theory and practice beneficially together. The focus has been on the schools themselves, the emphasis on the realities of language use.

The Working Party has interest in the eventual effect of Language Awareness work on all subjects, also, for example, on courses in study skills, but given the constraints on its operations, has paid particular attention to courses/programmes specifically in Awareness of Language, since it might be anticipated that expertise arising from this area (for teachers as well as pupils) will have application subsequently to the other fields. It is important to add, however, that the Working Party is still hereby addressing teachers of all curricular subjects, since development of their own language awareness per se and subsequently that of the pupils is a necessary preliminary stage en route to the continued beneficial teaching/learning via language in their subject-specific classrooms as well as the conscious and purposeful fostering of the pupils' personal development via language.

Working Method

By the Assembly of 1984 some 13 meetings of the Language Awareness Working Party had taken place, at which a considerable amount of productive work has been carried out, for example, on definitions, conference planning, content of papers, newsletters, etc and at which the result of external activities have been discussed and next stages planned and prepared. Several of the Working Party members had responsibility for the monitoring and development of work in individual schools, others for particular Working Party activities e.g. the production of a bibliography, conference preparation, etc. The Working Party has tried as far as possible not to be an inward-looking group but to take account of theoretical and practical work carried out nationally and internationally and to disseminate information as widely as possible. There has been useful association with a group in Holland and a summary of Language Awareness work in Australia forms part of these papers.

II. THE TERM "LANGUAGE AWARENESS"

It was an essential first concern for the Working Party to establish in precise terms what they understand by the term 'Language Awareness'. The following simple definition was agreed:

> Language Awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life.

The teaching of Language Awareness in schools involves both making explicit and conscious the knowledge and skills pupils have themselves built up in the course of their experience of language, and developing powers of observation and purposeful analysis of language in their immediate environment and more widely in the world.

In different ways and to a greater or lesser extent, Language Awareness programmes will have a cognitive aspect (developing awareness of pattern, contrast, system, units, categories, rules of language in use and the ability to reflect upon them, to make pertinent interpretative judgements and to convey meaning appropriately and effectively) and an affective aspect (forming attitudes, awakening and developing attention, sensitivity, curiosity, interest and aesthetic response). They may deal with the nature of linguistic forms and their realization, the variety of language (language families, languages, dialects, ideolects, modes, registers, styles) and its use, particularly as a mode of communication, by the individual and the group. Heightened awareness may be expected to bring pupils to increase the language resources available to them and to foster their mastery of them, to develop the sensitivity and level of consciousness they bring to their experience of language in everyday school and social contexts and eventually to improve their effectiveness as, for example, citizens, or as consumers and in their working life.

Language Awareness courses may take a variety of forms, serving a variety of objectives, such as:

1. to make explicit and conscious the pupils' intuitive knowledge of their mother tongue.

2. to strengthen study skills for the learning of the mother tongue and foreign languages, also other curricular subjects.

3. to bring about a perception and understanding of the nature and functions of language with a view to increasing the effectiveness of communication in the mother tongue or in foreign languages.

4. to reveal to pupils the richness of linguistic variety

represented in the class by speakers of different dialects or by speakers of a range of mother tongues and to show the relation of that variety to standard written and spoken English without arousing feelings of antagonism or inferiority.

5. to foster better relations between all ethnic groups by arousing pupils' awareness of the origins and characteristics of their own language and dialect and their place in the wider map of languages and dialects used in the world beyond.

6. to help pupils overcome the discrepancy between the language of the home or neighbourhood and the school language of secondary education and of the text book.

7. to introduce pupils, mainly at sixth form level, to the concepts and techniques of linguistics and to consolidate what has been learned about language in an unsystematic way in the course of studying English and other languages (modern and classical).

8. to improve the reading skills of the verbally less able.

9. to impart an understanding of the value of language as part of human life.

It is vitally important to be clear as to what we exclude when using the term Language Awareness. Fears have already been expressed about developments based on a misunderstanding of this area of activity.

1. This is no reversion to 'grammar grind' in the learning of foreign languages. Firstly, the language in use is the point of commencement. Thus, the authentic language as setting-off point is underlined. It is the functional operations of language on which Language Awareness work focuses and heightened awareness of the same is intended to improve functional performance in the language. The necessity for use of terms of categorization at all in this area is doubtful, except as carried out in the target foreign language itself.

2. Similarly, vis-à-vis English or other mother tongues, this is no reversion to 'purposeless parsing'.

3. There is no intention that full courses in English (or other mother tongues) or foreign languages leading to C.S.E./O level should be replaced by Language Awareness courses. It will be seen from core school reports that most courses at present in existence are of short duration. Their efficacy should be felt in all curricular areas, including those mentioned above. In instances where time for Language Awareness is taken from other language teaching, despite time loss, hitherto schools have

felt that they have gained by rather than lost as a result of the Language Awareness input (see core school reports).

4. This work is decidedly not intended as a 'sop' for the less able pupils, the latest alternative to European Studies in foreign language teaching time. It should be clear from the reports and papers that this work should be of benefit for every child.

The term 'language across the curriculum' was brought to public notice in the Bullock Report. Generally, 'language across the curriculum' is used to refer to all aspects of the use of language as a tool for the study of all curricular subjects. There is a complex relationship between a school subject and its linguistic expression in educational contexts.

a. The communication of content through language calls on specialized conventions of language structure and language-in-context. If these are used by teachers or pupils without understanding of their significance, the pupil is disadvantaged.
b. The interaction in the classroom, which enables education to take place, has been described in general terms but there are very few studies of subject-specific classroom discourse. All indications are that individual subjects give rise to individual discourse types.

What is the relationship between Language Awareness courses and work in the area of 'language across the curriculum'? The Language Awareness course is directed at the learner and study of language is the content of the teaching/learning programme. Work carried out in the area of 'language across the curriculum' involves teacher, pupils and materials and the focus is on language as a factor in the techniques of teaching/learning in order to effect learning of subject-specific content. Courses in Language Awareness may usefully serve as a basis for developments in 'language across the curriculum', and for study skills.

III. ACTIVITIES

'Core' Schools

Firstly, a network of 'core' schools with whose Language Awareness initiatives the Working Party would be particularly concerned, was established, viz

Farringdon School, Sunderland.
Hambrough School, Ealing.
The Henry Box School, Witney, Oxfordshire.
North Westminster Community School, London.
The Oratory School, Woodcote, Berkshire.
The Priory School, Barnsley, Yorkshire.
Villiers High School, Ealing.

The next stage was the drawing up of a questionnaire for completion by staff of the school together with representatives of the Working Party in order to find out as much as possible with regard to the Language Awareness initiatives and the contexts in which they were operative. The information sought concerned:

a. The school (number of pupils, age range, nature, structure, school population).

b. Policy for English and foreign language provision.

c. Policy for minority community languages.

d. Cross-curricular language policies.

e. Language Awareness courses (rationale/objectives, organization, teachers, materials, methods, observable outcome).

As the core school descriptions which form a part of these papers show, objectives outlined earlier are common to most, but there is considerable variation in course design and organizational features between the core schools' activities.

The following may serve to give an example of this diversity:

Language Awareness courses as a 1st or 2nd year introduction either to all kinds of language learning or to specific kinds in secondary schools.
Primary/secondary co-ordinated projects in the Language Awareness field.
Language Awareness as an aspect of teaching in primary Schools.
Sixth form Language Awareness courses.
Language Awareness as an element of a preparation for parenthood course.
Language Awareness as a module in an over-all modular approach to language learning.
Language Awareness as a particular feature in 'language across the curriculum' programmes, including study skills.

The core schools saw the following as some of the ways in which they might benefit from association with the NCLE Working Party:

- by contacts with other schools operating in the same area,

- by further clarification of the rationale of courses,
- by access to annotated reading lists,
- by access to other teaching materials,
- by attendance at conferences or in-service training courses,
- by dialogue with teachers in other education sectors,
- by closer contacts with university specialists,
- by receipt of further information, e.g. through a newsletter.

The Working Party set out to respond to these largely anticipated responses as fully as possible.

The National Scene

Whilst this was taking place, a simple questionnaire was sent out to all chief education officers asking for their co-operation in indicating either themselves or via their advisory staff, in which schools in their locality Language Awareness activities were being carried out. There was a good response giving evidence of many undertakings in individual schools, (Hereford and Worcester were particularly busy already), although often in a small way and rather tentatively. On the basis of these responses a map indicating areas of activity was drawn up.

Language Awareness Conference at Leeds University

The Working Party organized a two-day conference on Language Awareness at Leeds University from 7th-8th January 1983 which was attended by just under 100 people, more than half of whom were practising teachers; amongst the remainder were advisers, teacher trainers, examination board representatives, publishers, representatives of university subject departments, materials writers and others from the full range of language interests. In its broad frame-work the format of the conference was a familiar one - plenary input followed by dicussion in groups - but a particular feature, in accordance with the intentions of the Working Party, was the focus on activities in schools. Teachers from six 'core' schools spoke on the aims and objectives, syllabus, course content, methodology and any observable outcomes of their work.

Other plenary input from people outside schools was given by Professor John Sinclair of Birmingham University, Chairman of the Working Party, Mr. Ron Hardie of Brighton Polytechnic and Mr. Peter Gannon HMI. In addition Mr. Dennis Freeborn spoke for the University of London Examination Board about the new 'A' level examination Varieties of English, representatives of Cambridge University Press spoke on a series of books on Language Awareness in process of publication under the editorship of Prof. E.W. Hawkins, and Ms. Amanda Gray demonstrated material produced by the ILEA Learning Materials Service. The Educational Publishers Council made available a book display.

The principal purposes of the conference were as follows:

a. to demonstrate the fruits of work in a number of schools.

b. to clarify further the notion of Language Awareness.

c. to identify underlying, unresolved issues in language study and language skills, e.g. distinctions between conscious and unconscious knowledge, and between skills and knowledge and the possibility of transfer and interrelationships between them.

d. to inform concerning developments in higher education, examinations and materials.

e. to facilitate consultation and co-operation between those operating in the field.

f. to discover in what ways participants felt the Working Party might usefully respond to their needs (despite only modest funding).

A handout giving background information concerning the core schools was distributed in advance enabling the teachers who spoke to concentrate specifically on their courses including details of classroom activities, materials and methods used and pupils' responses. Their graphic contributions underlined the emphasis placed by J.L.M. Trim on the value of the explorational and experiential components of work done in schools.

In a brief contribution to the clarification of the term language Awareness, Professor Sinclair referred to dictionary definitions of 'awareness', identifying two senses:

- a semi-technical use suggesting knowledge, competence, consciousness.
- the sense of being "informed of current developments".

Professor Sinclair suggested that the main point in Language Awareness work should be:

> whatever the ultimate goal - e.g. better language learning or improved social integration for the individual - there should be a preliminary concentration <u>on language in its own terms and for its own sake.</u>

(This emphasis would then distinguish Language Awareness work from other curricular activity, such as basic literacy work, where an awareness of language is also involved.)

Professor Sinclair indicated the need for further penetration of the

issue of conscious versus unconscious knowledge and the study of language for its own sake. A consideration of the problem of the adjectival forms of the words 'language' and 'linguistics' may serve as a useful starting point when endeavouring to overcome the inadequacies of our language in use. He pointed out the special nature of the study of language in schools; it is a topic dominated by the pupils' resources, viz their operational skills in one or more languages.

Mr. Peter Gannon expressed the opinion that the work the schools are carrying out falls clearly in the category 'linguistics', which has had an unfortunate history with regard to understanding of the term and the work of the experts. He suggested that teachers should not be afraid of the metalanguage of their subjects. Theoretical description and pedagogical presentation should not be confused.

The degree course in Applied Language at Brighton Polytechnic, described by the course director, Mr. Ron Hardie, must be of special interest to those sixth formers who enjoy the study of language and languages and would like to continue at a higher level but who do not wish to pursue in-depth study of literature. The course is a study of 'one area of human behaviour summed up in language'. Among its aims are:

- to develop the students' interest in the structure, learning and use of language,
- to equip the students with a descriptive and theoretical framework in terms of which language can be understood,
- to promote critical modes of thought in the study of linguistics and of languages,
- to enhance the students' knowledge of language through studies in their first language and both a familiar and an initially unfamiliar second language.

Students on the course bring to it a knowledge of their mother tongue, some knowledge of a second language (e.g. French or German learnt at school) which they develop, and are introduced to the study of Russian. They therefore operate at three different stages of language learning during the course and monitor their own progress. It is not intended that these second languages are pursued to degree standard in themselves, which raises questions concerning further training or employment, but French is used also as a means of instruction in several parts of the course.

Group discussions were of two kinds. In the first the intention was to promote discussion of the content of plenary talks and for these a wide range of representation from among conference participants

was sought to encourage cross-fertilization of ideas. The second grouping reflected the participants' choice from among the following topic areas:

1. Assessment
2. Syllabus design
3. The role of Language Awareness courses in relation to 'language across the curriculum' programmes.
4. Post-sixteen work other than introduction to linguistics.
5. The implications of Language Awareness courses for further language learning (mother tongue or foreign languages).
6. Practical issues of implementation of Languages Awareness courses in the school curriculum.

Members of the Working Party chaired the discussions and representatives of the core schools were spread among the groups. A number of useful proposals for further Working Party activities were made and subsequent initiatives attempted to respond to them appropriately.

Newsletter

In response to suggestions from conference participants who wished to continue to receive information on activities in the field themselves and felt that there was a wider interested readership which should be reached, and in response to the Working Party's view that we should be a part of the wider field, editions 1, 2 and 3 of a newsletter were sent out in October 1983, January and April 1984 respectively and no. 4. was ready for the July Assembly. Ms. A. Piper edited and produced these on behalf of the Working Party and they were distributed by CILT. Initially they were sent to Leeds Conference participants, representatives of HMI, advisers and member organizations of NCLE but further requests from individuals and organizations made for a very wide distribution area by July 1984.

It was possible to make the newsletter available free of charge owing to the generosity of the sponsors.

List of Speakers

In response to a further conference suggestion, the Working Party compiled a list of speakers together with topics within Language Awareness on which they would be willing to speak. The initial list consisted of Working Party members, teachers from core schools plus one or two others who kindly offered their services. The list was published in the 1st edition of the newsletter.

Bibliography

An interim bibliography was compiled and produced in autumn 1983 to

fill an immediate need for information about publications on Language Awareness. Suggestions for additions and comments for use as annotations were sought and an up-dated version, most of which is annotated to assist the recipient in selection, was presented to NCLE at the July Assembly. It is divided into four categories with sub-sections, as follows:

A. Sources of materials for use by pupils.
B. Sources of materials for use by teachers.
C. Works of reference for teachers.
    1. General education and language teaching.
    2. Language and linguistic theory.
    3. Journal and newspaper articles.

D. Class reference books.

The Working Party was grateful to CILT for preparing an initial bibliography, to Mr. T.R.W. Aplin for editing and to Mr. P.J. Downes for production and sales. (The latter was a non-profit making exercise.)

Materials Bank

Schools have drawn up syllabuses for their Language Awareness courses and produced a quantity of materials to support their activities. It was hoped that we might be able to establish a place where such materials may be catalogued, stored and made available for consultation and loan and indeed CILT expressed willingness to help. It is now possible for schools to submit syllabuses and materials, although as yet it is only possible to consult them when visiting CILT. A lending service is not as yet possible since it entails areas of some difficulty concerning cost, copyright and staff time. It may still be a possibility for the future, however.

Papers

In addition to the Report and core school descriptions, a number of papers on aspects of Language Awareness work have been written by members of the Working Party. Also, Dr. T.J. Quinn of the University of Melbourne has written a digest of Language Awareness work in Australia.

A number of papers were produced in addition to those included in this publication. Notable contributions by E.W. Hawkins and J.L.M. Trim have been subsumed in the main body of this Report.

As a result of its work the Working Party has drawn up a list of recommendations for consideration not only by constituent member organizations and the next Standing Committee of NCLE but also by representatives of all interested sectors of education. These have

been made as appropriate, within the main body of the Report, but are also listed at the end of the Report on page 27.

Other Activities

a. Members of the Working Party have been asked to talk about Language Awareness on many occasions and requests to do so increase. The following may serve to indicate the range of interest shown: members have spoken on in-service training courses of a variety of kinds, to post-graduate students in training, to the Council of Subject Teaching Associations, at a regional conference of the National Association of Language Advisers, at a meeting of polytechnic staff and students in conjunction with the Commission for Racial Equality, to staff from Birmingham University Arts subject departments at a conference on New Developments in Language Teaching, to the Association for Special Education in Northern Ireland, to a session of a Northern Ireland Speech and Language Forum at the conference of the Joint Council of Language Associations, to deputy head teachers and to doctors.

b. Mr. Downes is working to bring together a group of people from different professional backgrounds to discuss the formulation of a Language Awareness policy for Huntingdon.

c. Mrs. Davies was consulted on Language Awareness as part of a Local Education Authority curriculum review.

d. Ms. Donnall presented a paper entitled "Form and Function of Language in Pluralist Societies: The Developing Role of Language Awareness as a Response to Problems Posed by Linguistic Diversity", at a Conference of European Comparative Education Societies held in Würzburg, West Germany, in July 1983, and gave a guest lecture on "Das Konzept Sprachbewusstheit und ihre Rolle in der multikulturellen Erziehung".

e. Working Party members have been requested to write articles on a number of topics.

f. Details of the following have been received: Brighton Polytechnic degree course in Applied Language; King Alfred College Winchester Part-time Diploma in Professional Studies - Language in Education; University of London 'A' level examination in Varieties of English; Oxford and Cambridge Schools Examination Board's A/O examination Principles of Language (the exam taken by pupils at the Oratory School, see Reports of Courses and Initiatives in Core Schools 7); a pack of materials in course of production by the Open University entitled Language Diversity in the class-room, intended to help teachers of children aged 4-12 yrs; activities of the National Language Unit of Wales, and papers relating to a Language Awareness undertaking in Holland. A paper produced by Prof. H. Rosen of the London Institute of Education has also been received and A National Directory of LEA Literacy Research and Curriculum Development: Reading and Language Projects in LEAs.

g. A number of schools have written to the Working Party and sent details of their syllabuses and teaching materials.

IV. THE ARGUMENT

1 The Need for Language Awareness in the Curriculum

1.1 Support for language teaching

If it can be accepted that work in Language Awareness supports other forms of language teaching, then we must demonstrate that such support is needed. Some arguments against the promotion of Language Awareness work are discussed in 3. below; teachers will have to be convinced that Language Awareness work is a good use of valuable time, an efficient use of it, and, more keenly still, that it is even preferable to plunging into "direct" teaching of specific languages (including the native language) without the background provided by Language Awareness.

In this section we shall briefly establish that the two principal forms of language teaching in British education badly need support.

1.1.1 English as a mother tongue

Despite the enlightened, progressive and experimental attitudes of the post-war years, the results in terms of basic skills are disappointing. Competence in the written form of the school language is regularly achieved only by those who bring from home the required tools for verbal learning.

Class I children (administrative) 1 in 12 a poor reader at 7
Class V children (unskilled manual) 1 in 2 a poor reader at 7 (48%)

- R. Davie et al, National Child Development Study (1958 cohort). Longman, 1972.

This position "worsens as the children grow older, there being a progressive decline in the performance of the lower socio-economic groups between the ages of 7 and 11"

- Bullock 2.24

The gap between the 'two nations' of fluent readers and poor readers begins to open up in the pre-school period, and schools have been shown to be powerless to prevent it widening by conventional remedial teaching.

The position is even more serious for a sub-group of class V, pupils

of West Indian origin. At age 8, according to the ILEA literary survey, they are 10 points behind their white contemporaries, and this gap widens every succeeding year that they stay at school. The consequences of this are indicated by the Rampton Committee's survey (1979) in six large urban areas:

Number of Pupils scoring good passes in English Language at 16+

INDIGENOUS	ASIAN	WEST INDIAN ORIGIN
29%	21%	9%

For many of the Asian pupils, the writing is in a foreign or second language.

Number of pupils scoring 5 good passes in GCE/CSE

INDIGENOUS	ASIAN	WEST INDIAN ORIGIN
16%	18%	3%

These trends make it clear that English mother-tongue teaching as a whole is not teaching enough pupils to a high enough standard. There has been no substantial shift of policy for many years - even the Bullock Report caused little change of direction.

1.1.2 Foreign languages

Failure to master foreign languages, like failure to read in the infant school, correlates closely with parental occupation (c. Burstall et al, Primary French in the Balance. NFER, 1974). 90% of school pupils embark on French at age 11+, but two thirds abandon it at the earliest opportunity. Only 1 in 10 makes the modest target of a GCE pass.

Languages other than French are in a worse situation because they are learned by so few pupils from the start and their continuation is problematic.

The effect of this failure is to produce a society of complacent monolingual adults, which has serious effects both internally and externally. Externally there are adverse effects on commerce, especially exports (British Overseas Trade Board, Report of Study Group, Foreign Languages for Overseas Trade, 1979), while internally the resultant attitudes of insularity and cultural superiority are socially divisive.

Recent developments in teaching methods and assessment may have slowed the decline, but do not look capable of reversing the trend.

1.2 A context for language learning

The basic argument for Language Awareness courses in schools is that all forms of language learning need to be set in a context, need to be understood by the participants. Without some general appraisal of what sort of phenomenon human language is, language learning can become the meaningless acquisiton of alien codes, either other people's languages or unfamiliar varieties of the native language.

The message which the Working Party passes on from its own experience and investigations is that Language Awareness courses can provide a stimulus to and motivation for language learning which is otherwise often absent. They can clear up muddles, give students a good and positive set towards language learning, and offer alternatives to rigid and narrow attitudes to language and language behaviour.

There are two specific points in favour of Language Awareness courses from the school's point of view.

1.2.1 Basic skills, e.g. education of the ear

Learning to listen is learning what to expect, because language text is substantially predictable. Thinking ahead is important in all language skills, but particularly critical in listening because of the memory constraints; Olsen and Oller have shown that short-term memory constraints can only be overcome by increasing the listener's grasp of pattern. (G. M. Olsen, Developmental Changes in Memory. In: T. E. Moore (ed.), Cognitive Development in the Acquisition of Languages. New York Academic Press, 1973 and J. W. Olsen Jun, CLoze Tests of Second Language Proficiency and What They Measure. Proceedings of AILA Congress, Copenhagen, 1972.)

Learners must know - and may have to be shown - what they are listening for. The Bullock Committee considered the case and, although reluctant to advocate "deliberate strategies", concluded that they might be needed if improvements in listening skills did not develop out of normal activities.

In foreign language teaching the need for education of the ear has become more pressing in the past two decades, which have seen a massive swing from "eye-learning" to "ear-learning", which places emphasis on audio-visual presentation, oral work in class and in examinations, graded tests which require minimal writing skills, etc.

It is not necessary that the ear is educated exclusively with respect to one language only. If it is pursued as a general skill rather than a specific one, it will improve performance in all languages. And if the same principles are applied to the written lan-

guage ("education of the eye"), particularly training in looking ahead, taught as a general skill, there should be improvement in reading skills. At a most general level, the predictability of text can be offered as a topic for general exploration, and can lead to exciting discussions about the student's available skills.

Such basic and general skills can and should be dealt with against a broader background than that provided by a single language.

1.2.2. Objectives

The objectives of language courses vary along several parameters including:

- the target language, and its status
- whether it is mother tongue, second or foreign language
- the stage in the educational process

If the language is English and it is the mother tongue, then the stage does not matter; the objective of securing mastery over public forms of English is quite clear. Language Awareness work would be useful in elaborating the concept of mastery.

If English is not the mother tongue, then Language Awareness work is important for the student to understand the role of a dominant language and its relationships with other languages used in the community.

If the language is a foreign language not spoken in the community, then a Language Awareness course is necessary to make the objectives clear. Whereas a native speaker of French or German has clear objectives in the learning of English, the English learner of French or German cannot possibly decide in early secondary school which European language, or which skills, will best suit his/her adult needs.

Hence the initial learning of a foreign language shows some of the objectives of a Language Awareness course, and will have different objectives to a language-learning course which is undertaken in the knowledge of adult requirements.

1.3 Co-ordination of language teaching and learning

The above point introduces the need for co-ordination of the language curriculum as a whole. This is first of all a valid and valuable aim in itself, but can also, by bringing teachers together around the centrality of language in learning, constitute a first step towards the Bullock vision of "language across the curriculum".

In other words, we intend that Language Awareness courses will

effect two kinds of change. The first will be an improvement in coherence and direction in the language work of the school, bringing in its wake some greater consistency of approach, terminology and methodology. The longer-term changes will be discussed in Section 4 below.

Much of what we are suggesting springs naturally from the Bullock discussion. One of the strongest arguments for our programme may be that it offers the best chance of implementing the best of the Bullock proposals. Our programme differs from Bullock in two main ways: we are suggesting that all teachers of language, with other colleagues (e.g. science, music, home economics) should form a board of studies to plan and teach a specific element in the curriculum, each teacher undertaking that part of the work for which his interests and knowledge are best suited. This is a quite different proposal from the Bullock plan which limited the contribution of teachers other than English teachers to the acceptance of a (vaguely defined) responsibility for or sensitivity to the English demands made by his/her own subject.

We differ from Bullock also in giving a key role to teachers of foreign languages, teachers of ESL, ethnic minority language teachers and teachers of the classics. None of these is even mentioned in Bullock as having any part in "language across the curriculum".

In a large school there may be five kinds of language teaching going on in adjacent classrooms: English m.t./ESL/foreign language/ethnic m.t./Latin. Only the pupils who commute in bewilderment from classroom to classroom know what goes on in the different rooms. The language teachers know only what happens in their own room. They consult infrequently, share no agreed vocabulary in which to discuss language. This problem can be alleviated at school level.

1.4 Language as a curriculum subject

There is plenty of evidence of linguistic parochialism, of failure to appreciate the facts and the opportunities of linguistic diversity in our society. We propose an approach through Language Awareness which sees the students as meeting to explore the phenomenon of language, to which each student brings an individual experience and opinion. We do not expect such courses to work miracles, but they would provide in the regular timetable some opportunity for an important means of social integration.

Such courses can emphasise the linguistic skills already acquired, which the student brings to his/her learning. On the map of human knowledge, such courses introduce a student to an essential aspect of his/her humanity - the subtle articulateness which is often held to be mankind's distinguishing feature.

2. The Value of Language Awareness work

Most of the previous section concerned the role and value of Language Awareness work in a school setting. It is summarised here from a positive point of view, and then we consider the role and value of Language Awareness work outside the educational institutions.

2.1 In the classroom

Language Awareness work can be a means of social integration through understanding differences and, through understanding, accepting them; or perhaps reformulating personal goals.

2.2 In the curriculum

Language Awareness work is a necessary means of co-ordinating the expertise in language teaching in order to make most efficient deployment of it, and to present to the students a coherent approach to language.

Although nearly all the work noted in this Report is unique to individual schools, the question of co-ordination is also important between schools. One school leads to another, and there are complaints of a breakdown between primary and secondary schools. Also the curriculum as a whole must allow for the increasing mobility of the school population (one in three students finish their schooling in a different LEA from the one they started in).

The next stage in the recognition of Language Awareness work is for regional and national authorities to build in these school-based initiatives and guide their development into local and national policy.

2.3 In the school

This work should gradually raise the awareness of all participants in the educational process of the central and commanding role of language in education.

2.4 For the individual

Language Awareness work will help an individual to acquire an understanding of his/her own linguistic skills and attributes, and how they can be improved. This perception will generate the motivation to learn languages. An individual must formulate goals if he/she is to be motivated or even directional, and this means he/she must know something about a possible destination before he/she actually reaches it.

As well as the educational benefit, the individual will profit by

acquiring a greater sensitivity to languge in his/her various social groups.

2.5 In the family

One of the main messages which we would like to put over in this report is the importance of Language Awareness in the family, and the importance of the family in Language Awareness.

On the first point, the cycle of generations produces a microcosm of communication problems which Language Awareness courses must recognise, evaluate and offer solutions to. In particular, the tendency to exclude both older and younger generations from conversational attention is a serious source of problems which awareness can combat. For both extremes of the age-range, interaction is the stuff of identity; social relationships do not stay still or survive periods of neglect of their expression (Berger and Luckman, The Social Construction of Reality. Doubleday, 1966). For the younger generation, from the cradle onwards, the quality of interaction is likely to be the limiting factor on educational attainment, and maybe self-awareness as well.

The matter of offering future parents a language element in 'child-care' courses is one which we adopt directly from Bullock and re-present to the profession. Bullock admirably grasped the importance of this aspect of the preparation for parenthood. The Bullock proposals, far-reaching and radical, have had almost no discussion. They evoked little response from HMI or from those responsible for in-service training or initial training of teachers of English, or Home Economics.

2.6 In the community, and in the workplace

Where a society is in process of fairly rapid change or readjustment, or subject to economic, political or social stress, the importance of understanding social signals is highlighted. Many more events require interpretation than is the case of a relatively stable and isolated society. The most important and complex social signals come in language and so in preparation for a lifetime of interpreting them, students require a reliable basis for their hypotheses. Their ability to support social groups in the community and at work may well depend on their awareness of language. We cannot overestimate the effect of people associating abstract notions and features of language - even surface features like pronunciation, voice quality, loudness, etc. Emotional attitudes, social assumptions, status features and many more can be so linked, provoking a rich variety of prejudice.

2.7 On the national and international scene

This country has a unique ability to criticise itself constantly and

complacently about the poor standards of foreign language learning. Despite membership of a multilingual European community, despite a record of weakening industrial competitiveness, despite a continuous display of cultural misunderstandings, there is no surge of effort in the direction of language learning. Instead, we point to another clear trend and put our shirts on the increasing importance of English internationally, as if the world were well on the way to becoming monolingual.

The act of remaining monolingual is an alienating act, telling the world that we will only talk to them on our own terms. The birthright of a native English speaker is to acquire without apparent effort what foreigners will have to work at long and hard. The other side of the coin is the absence of a stimulus to increase our cultural perspectives, or to deepen our understanding of other communities. We see no need, in commerce, to use the language of the customer, and we do not seek the particular delight in international friendships based on an equal footing. Language Awareness courses will increase the likelihood of improved international relations, and better relations between cultural groups within our national group.

3. Problems, snags and pitfalls (see also II. The Term 'Language Awareness' on p 7)

The Working Party is aware that its basic case will not be welcomed immediately by all parties, and so it raises in this section a number of possible difficulties and counter-arguments, and states its own position with respect to them.

3.1 *Language Awareness work is an addition to a crowded curriculum, and it must take time which is at present allocated to something else. In particular, since a lot of Language Awareness enthusiasm starts among the foreign language teachers, time is taken from actually teaching the language. This is a retrograde step, reversing a trend towards full use of class time for learning language skills which has met with the full approval of the profession.*

Our answer to this is first of all to recognise a danger - the danger of the ineffective Language Awareness course, or the moribund one which just wastes time. Language Awareness work will be under constant review, and will only be tolerated if it earns its keep.

Secondly, those who support Language Awareness are also people who support optimising the use of the classroom for direct skill teaching. It is by no means a reaction against that reform, and merely seeks to make the teaching more effective.

The case at this level is that a language will be learned more

effectively in a given number of hours if it is presented in a Language Awareness context. It is going to be difficult ever to prove this (see 3.6. below) and at present we rely on the testimony of practitioners, and the distilled experience of our own membership and those we have consulted. If there were no problems for language learners, this Working Party would have had no reason to exist. Nothing in our programme should be seen as replacing the communicative use of the foreign language which is now seen as essential for effective learning. It is now widely accepted that two complementary activities must mutually reinforce each other, for effective learning: insight into pattern must quicken and economise the learning that results from the use of the foreign language in genuine 'speech acts', i.e. language in which the learner expresses his/her own intentions instead of simply acting as a 'post office' transmitting messages which are not his/her concern, from text to teacher or examiner. Almost the whole of the current 16+ examination course consists of such 'non-serious' language (in J. Searle's terms). (J. R. Searle, Speech Acts. An Essay in the Philosophy of Language. CUP, 1969.) Teachers and examiners are challenged to find ways of bringing real communication into the classroom. At the same time the other half of the teaching strategy, developing pupils' insight into pattern, cannot be neglected and it is here that 'awareness of language' has a vital role to play.

3.2 *Language Awareness is little more than a cover for the reintroduction of grammar teaching and all the other discards of recent years. It is linguistics by another name, and an attempt to return to an outdated and discredited methodology.*

This point is particularly sensitive in the mother-tongue English tradition, and it is time to exorcise the Ghost of Grammar Past which still haunts discussions on the subject. It is also time to point out that the effort of getting rid of the old style of grammar teaching required the exclusion of most investigations of pattern in language, and that a lot was therefore lost.

Grammar, and language study as a whole, is barely recognisable compared with the state it was in when it was banished from the English classroom. The Working Party does not wish to engage in detail with the controversy, but does wish to make two crucial points.

(a) An important feature of current language study is the willingness to work from principles, rather than solely through fully articulated complex and 'given' analytical schemata. From being a subject which appeared to stress knowledge, it has become a subject which emphasises skill.

(b) There is a growing movement to point up the common ground among students of language, rather than emphasise the differences, and this particularly in a context of language learning.

There is, of course, a danger in this more relaxed professional attitude. It might be difficult on occasions to distinguish between a carefully planned and guided voyage of discovery in language patterning, and a vague, lowbrow wander among trivia that never acquire significance. As in 3.1, there is a requirement of vigilance and self-criticism on the part of those responsible for Language Awareness work.

3.3 *Language Awareness work reinforces the 'nuts and bolts' approach to language teaching, offering students a limited vision of competence. In particular, it does not support or promote the expressive use of language, native or foreign.*

The short answer to this is that if it is true, the Language Awareness course is wrong. We would hope that the limitation is in the understanding of the scope of Language Awareness courses. Although most are brief, they show in toto a remarkable range, and most of them sacrifice any claim to comprehensiveness in order to avoid superficiality.

3.4 *It has been shown that knowledge about language has no effect on one's ability to use language. Hence Language Awareness courses are bound to be ineffective.*

This is a gross oversimplification which we would challenge. On the contrary, some influential recent work (e.g. E.W. Stevick, Memory, Meaning and Method. Newbury House, 1976.) supports the proposition that having a sensitive awareness of language improves learning. Language Awareness courses are a long way from piles of information to be learned.

The Working Party felt strongly that this question had to be aired, and commissioned a paper summarising the psycholinguistic evidence relevant to the question (Paper 7, p 107ff).

3.5 *Language Awareness courses, like so many grassroots innovations, will founder on the problem of teacher expertise. A few enthusiasts with impressive personal knowledge and skill will conceal for a while the fact that hardly any teachers have the requisite qualifications, formal or informal.*

This has been recognised as a serious problem from the outset, and the model courses that we have studied show various attempts to minimise the effects of inadequate training. There is no doubt whatever that the health of the Language Awareness movement will eventually depend on reforms in teacher preparation.

It is not necessary to produce superteachers, polymaths and polyglots. A sound grounding in language study, preferably including some study of languages other than English and supported by reliable

and proven materials will suffice. The recurrent theme of those who offer advice in this area (e.g. recently R. Carter (ed.) Linguistics and the Teacher Routledge & Kegan Paul, 1982.) is that all teachers should have a basic understanding of language, since it is their main professional resource; and that language teachers, mother tongue and foreign, should have a good bit more; and that it should hang together better than has been the case in the past.

The coherence and co-ordination that we have recommended for the school policies will have to be reflected, if not created, in properly thought-out language education policies offered in teacher preparation. In this we add our voices to the chorus which has preceded us, and hope that pressure for reform will grow quickly. (See also Paper 6, p 93ff: Some implications of L.A. Work for Teacher Training Courses.)

3.6 *Language Awareness courses are too brief, general and wishy-washy to be assessed with any seriousness. Hence they will never show whether or not the students learn anything, and if so what.*

The assessment of language courses of any kind is problematic, where the ultimate aim is communicative skill. Language Awareness courses do constitute a particular headache, so much so that we have put together a small package to give some guidance (Paper 5, p 68ff). At this stage of development, a full scale evaluation is much preferable to some limited test of student attainment in a short course.

3.7 Conclusion

The Working Party has tried to be aware of the dangers that can be foreseen in Language Awareness work, and to anticipate some of the objections that require to be discussed. We would reiterate, however, that we do not think that any one of these points, nor even all of them together, would be debilitating, and very few would even be daunting. The gains in prospect from Language Awareness courses far outweigh the risks.

4. Longer-term objectives

In section 1 we expressed the need for Language Awareness courses in consideration of the immediate situation and promised to return to the matter of objectives.

Although Language Awareness is not yet fully recognised and its incidence nationally is still patchy, we would like to develop some issues that arise from this discussion, because of their great importance. Even though they may be distant prospects, we hope they may act as an impetus for change.

4.1 Preparation out of school

It was pointed out in 1.1.1 that, in general, the successful language learners are those who bring with them to school the learning tools which they need. This point ties in with 2.5, where the importance of adult time in interaction with children was stressed.

There is evidence from Burstall that reading attainment in the mother tongue correlates with efficiency in learning a foreign language, so the development of linguistic competence may best be considered very generally, with the school at the centre of a network of co-operating institutions. At appropriate points in the curriculum Langage Awareness courses should draw attention to this interdependence of school, home and society.

As a long, slow process measured in generations, we hope that school leavers will take into their adulthood a better understanding of how the next generation needs to be prepared for language work. The Bullock report stressed this need strongly and made recommendations which appear to have been almost entirely overlooked. The problem is still with us and will not go away.

4.2 Integration of language teaching in the curriculum

The most part of education is achieved by the exercise of linguistic skills, spoken and written. The language which is medium of instruction, and any other mother-tongues, are of direct relevance to the efficiency of the educational process. No doubt many subjects would claim a central role, but language can make an overt and indisputable case for the most careful attention to be paid to it.

The Working Party believes that each unit of the educational system should begin working towards the integration of language teaching. We have suggested some obvious and simple overhauls, and drawn attention to the looming problem of teacher education. But if a start could be made to the expression of longer-term goals, then these would be a spur to effort.

4.3 It is likely that language work will assume greater importance in years to come. Communication is becoming ever more diverse and complex, and the world has shrunk. Well over a hundred languages are spoken in substantial communities in this country. Politically and economically it would seem that interdependence is the order of the day and the decade. We must be able to get through to people, and not, as one earlier traveller advocated, by speaking English rather slowly and loudly.

We may not be able to predict exactly what the next generation will need, but we can be sure that it will involve language and languages - hence the suggestion of language courses which are not tied to an immediate real-world objective.

Any kind of social adjustment or readjustment is going to involve a great deal of discussion at many levels. We seem to be in a period of rapid change, where a high value is placed on articulateness, whatever the language or variety of it. Educational and intellectual standards are changing, so past routine is not a reliable reference point.

A language policy for education at school level would have to be robust and resourceful, paying attention to the requirements of efficient communication within the school itself. Also it would have to consider the specifically linguistic skills that it wished the students to acquire, and how this should be done. Also it would have to consider the outlooks, attitudes and levels of understanding that it should prescribe. And finally it would have to devise a way of presenting and conveying a broad picture of the permanence and importance of linguistic skills, and the way in which citizens should nurture their own and further them in others.

It seems to this Working Party that the concerns which are roughly grouped under the heading of Language Awareness should have a prominent role in any development of the kind envisaged above. At this early stage, we can point to a groundswell of interest, and a number of excellent examples of what can be done. We believe this to be a very important question and one which although still displaying some deficiencies at this fairly early stage of its development should not be overlooked.

V. RECOMMENDATIONS OF THE LANGUAGE AWARENESS WORKING PARTY TO THE NATIONAL CONGRESS ON LANGUAGES IN EDUCATION

1. That NCLE create a more permanent body for the maintenance and development of the work as described in the Report. Its obligations should include:

   - serving as a source of advice and guidance
   - continued publication of the Newsletter
   - extension and updating of the annotated bibliography which should be published annually
   - development of a bank of syllabuses and materials to which there must be professional access
   - promotion of conferences on Language Awareness topics, encouragement of the writing of papers and maintenance of a list of speakers
   - encouragement of communication and co-operation between schools, also with other sectors of the education system.

2. That NCLE secure funding for further Language Awareness activities, viz:

   - evaluation of the effectiveness of Language Awareness courses
   - production of teacher training modules
   - materials development
   - investigation of factors affecting language learning.

3. That NCLE promote the co-ordination of professional associations and encourage members to use their publication outlets for liaison purposes.

4. That NCLE take further steps in planning the co-ordination of the language curriculum as a whole, whereby all teachers come together around the centrality of language in learning and make progress towards realization of the Bullock vision of 'language across the curriculum.'

5. That NCLE encourage regional and national authorities, in recognition of Language Awareness work, to build on the school-based initiatives and guide their development into local and national policy.

6. That NCLE mount a campaign to ensure that coherent and co-ordinated language education policies are reflected or created in Teacher Preparation programmes.

7. That NCLE should contact the organisers of all Initial Teacher Training courses and endeavour to ensure the inclusion of a Language Awareness module in all I.T.T. courses for <u>all</u> trainees, with recognition of the key roles of teachers of FLs, ESL, EFL, MCLs and EMT.

8. That NCLE set up a working group to draw up limited and precise proposals for modules for initial and in-service training courses including syllabus, course content and methodology.

9. That NCLE investigate areas of the curriculum lying outside language work, e.g. child care courses, in order to assess the need for Language Awareness work in these areas.

10. That NCLE stress the need for procedures for on-going evaluation as a prominent feature in all courses which are concerned with the design, preparation and organization of Language Awareness courses.

11. That NCLE should encourage a review of the philosophy of language teaching to which Language Awareness initatives are contributing.

Appendix A

BIBLIOGRAPHY

FOREWORD

During the course of the work of the Language Awareness Working party, it became clear that there was a need for an interim bibliography to guide teachers, thinking of introducing 'language awareness' courses in their schools and colleges. This has indeed proved to be welcome and several hundred copies have been purchased in the last few months.

A number of additions and corrections have been suggested by those who have read the interim bibliography in detail and these have now been incorporated into this edition produced for the Assembly of the National Congress on Languages in Education held at York in July 1984.

I am grateful to the Centre for Information on Language Teaching and Research for the preparation of the original short bibliography which served as a basis for this work; to my colleagues on the Working Party for their contributions to it, especially Richard Aplin who has edited the material into publishable form and to Peter Downes for producing and distributing the bibliography.

John Sinclair
Chairman

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The bibliography was published in July, 1984. It is hoped to keep it up-to-date with amended versions from time to time. Suggestions for additions should be sent to Mr T R W Aplin, Head of Dept. of Modern Languages, Henry Box School, Witney, Oxfordshire.

A: Sources of materials for use by pupils

The numbers at the end of each annotation indicate the age-range of pupils for whom the items are suitable.

ALGEO, John: Problems in the origins and development of the English language. Harcourt Brace Jovanovich, second edition 1972. (See also PYLES, Thomas in Section C).

16 - 18

ALLINGTON, R and K Krull: Listening; Reading; Talking; Writing (Beginning to Learn About...series; four books) Blackwell Raintree, 1981.

A useful and lively introduction for children in primary schools. Simple questions and clear illustrations encourage the children to think about and discuss a range of text types and their purposes in reading, writing etc. The four basic language skills are placed very firmly in the context of both school and everyday life.

6 - 10

APLIN, T R W and others: Introduction to language Hodder and Stoughton, 1981, revised edition due March 1985; Teacher's notes from: P J Downes, 42, Huntingdon Road, Brampton, Huntingdon, Cambs PE18 8PA.

Seeks to provide pupils with an awareness of language; suitable for use before foreign language learning is started; jargon-free style to explain basic words of language structure. Deals with: language as communication, origin of languages, how a baby learns to speak, language families, history of European languages, writing, animal language.

11 - 13

ASTLEY, Helen: Get the message! (Awareness of language series) Cambridge University Press, 1983.

Deals with means of communication without the written or spoken word - animal communication, the language of symbols, signs, uniforms, flags, mathematics, music, computers, braille etc.

11 - 14

ASTLEY, Helen and Eric Hawkins: Using language (Awareness of language series) Cambridge University Press, 1984.

Looks at the different ways in which language is used. Explores special ways of using words, e.g. puns and proverbs, slang and swear words. Pupils are encouraged to find out about and use language tools such as dictionaries.

11 - 14

BROWN, B: Outlook Europe: people and languages. (Outlook Europe series) Macdonald, 1979.

An illustrated topic book on the peoples and languages of Europe, with sections on 'feeling foreign', language borrowings, countries with more than one language, dialect, language families, cultural mixing, European colonisation, minority languages, and the need for communication in the modern world.

11 - 16

CLOSE, R A: A university grammar of English workbook. London, 1974.

16 - 18

CRIPWELL, Kenneth: Man and language. Harrap, 1979.

A topic book in the Harrap World History programme on uses of languages in history: how they spread, how they are related, how they are recorded, why some are more successful than others and the problems which arise out of the existence of different languages.

11 - 16

DARTON, Nicholas: Europe in the world. Harrap, 1981.

A topic book in the Harrap European Studies course, Part One. Unit 6 provides an introduction to European languages with questions and activities.

13 - 16

DIXON, M: In communication. Wayland, 1982.

A comprehensive and practical picture of communications in the world today. It begins with simple experiments using light bulbs to flash Morse code and ends with an introduction to the new microchip communication systems.

9 - 12

DOUGHTY, Peter, John Pearce and Geoffrey Thornton: Language in use. Edward Arnold, 1971.

A comprehensive set of resources from which the teacher chooses and arranges a programme adujsted to local interests, needs and speed. Part of the Schools Council Programme in Linguistics and English Teaching.

DRUMMOND, J: Living history. Holmes McDougall, 1973, out of print. Includes a short chapter on the development of languages.

11 - 14

ELDON, K and H: Tom-tom to television. Wayland, 1977, out of print.

9 - 12

FITZGERALD, Barry: Working with language. Heinemann, 1982.

Looks at the history and development of language, providing tasks, games, and details of further resources. Chapters on animal language, origins of language, varieties of English, children and language, our changing language.

13 - 16

FLETCHER, H J: Secret Codes. Franklin Watts, 1980. 8 - 11

FORSYTH, Ian J and Kathleen Wood: Language and communication. Longman, 1980.

A three-part English language course for the early years of secondary school; teaches all the language skills of reading, writing, listening and talking by taking a close look at language itself, and examines how language has developed as a form of communication and how this relates to our use, enjoyment and understanding of language in everyday life.

11 - 14

GOLDENBERG, Steve and others: Language. Hutchinson, 1983.

Examines the power of language as a force in everyday life and in all forms of communication. Includes treatment of standard English, dialects and accents, rules, spoken and written language, the importance of reading and writing. Exercises and activities for pupils. This book also accompanies the Thames Television series Language 2.

14 - 16

HAWKINS, Eric: Spoken and written language (Awareness of Language series). Cambridge University Press, 1983.

Looks at how we acquire skills of speaking and writing and then traces development of writing, showing how the modern alphabet developed. Other alphabets, e.g. Russian and Chinese, are introduced.

11 - 14

HAWKINS, Eric (ed.): How do we learn languages? (Awareness of Language series). Cambridge University Press, 1984.

The baby learning its mother tongue and how we learn foreign languages. The differences between the two processes are discussed and pupils are encouraged to discover pointers and helpful rules for their foreign language learning.

11 - 14

HEALY, Maura: Your language. Macmillan, 1981, three books.

An English course in three parts for secondary pupils which explores the ways in which we communicate with each other. Investigates communication through words, gesture, sign, symbol and expression. Emphasises the expertise of pupils as users of language and their diversity of language and dialect.

11 - 14

HOWARD, S: Communications machines. Blackwell Raintree, 1980.

10 - 12

HUGHES, Arthur and Peter Trudgill: English accents and dialects. Edward Arnold, 1979 (tape available).

16 - 18

JENKINS, Clive: Language links: the European family of languages. Harrap, 1980.

An introduction to the history of language development. Drawing its examples mainly from English, it covers dialects, the Indo-European family of languages, Greek and Latin roots, the mechanisms of language change, the history of language in the British Isles (including the Celtic languages) and artificial languages; also suggests possible future trends.

11 - 16

JONES, Barry: How language works (Awareness of Language series). Cambridge University Press, 1984.

Shows how to discover 'patterns' in language and how to work out rules, how to describe them, finding names for different parts of speech and ways to learn what a word means and how it gets its meaning.

11 - 14

KING, B: Instants: people talking, Europe and language. Somerset Resources for Learning Project, 1976.

A four-page broadsheet presenting the concept of language in a most stimulating way. Raises ideas on what language is, language families, the history of English and language development.

11 - 16

McNEIL, Frank and Neil Mercer: Here I am; Language around us; Talking and feeling (The Primary language project). A & C Black, 1982 (tape available).

In three separate books, the course makes children aware of their own language, the dialects and languages around them, and the different ways they can use language. Includes sections on bilingualism and the language of school.

8 - 11

BEST COPY AVAILABLE

MAY, J: Britain in Europe. Clearway Press, 1973.

Contains a short chapter on language groups in Europe.

11 - 14

NEWBY, Michael: Making language. Oxford University Press, 1982.

A three-book course for lower and middle secondary students designed to enable pupils to discover how the English language works in speed and in writing. Each book focuses on three main levels of language: sound, meaning and structure. Includes topics for research on dialect and the history and international use of English. Offers a heuristic approach to grammar in which the pupil has to discover the rules.

11 - 14

OLIVER, Gregory: Oxford Junior English 5: Our language. Oxford University Press, 1979.

Part of an English course, this book follows the theme of our language with a variety of exercises. Includes history of English, signs and symbols, picture-writing, gestures, etc.

9 - 11

OSMOND, L: People in Europe. Allen and Unwin, 1977.

Has a brief chapter on language families.

11 - 16

PENMAN, Tony and Al Wolff: Web of language. Oxford University Press, 1981.

Linked with the BBC series of the same name, but can be used independently. Twelve thematic chapters (with cassette and exercises) including dialect, slang, accents, origins of names, development of English.

8 - 13

PITT, V: Signals. Franklin Watts, 1973.

8 - 11

POMPHREY, Cathy: Language varieties and change (Awareness of language series). Cambridge University Press, forthcoming 1985.

Covers the families of world languages, looks at the pattern across Europe and at the linguistic varieties within British society, drawing on the resources of the multi-cultural community in the classroom of many schools. Some discussion of dialect and language change.

11 - 14

PROUDFOOT, L: Keep in touch. Mary Glasgow, 1976

Includes four pages on languages in Europe.

11 - 16

RALEIGH, Mike: The languages book. ILEA English Centre, 1981. Pupil's book, teacher's book and cassette also available. Available from ILEA English Centre, Sutherland Street, London SW1.

Covers: different languages, dialects and attitudes to them, young children learning to speak, what languages share, playing with words, inventing words, the history of English, slang and special ways of talking, writing and speaking, giving names to people and places, games with words, language and situations.

RICHMOND, John and Helen Savva: Investigating our language. Edward Arnold, 1983.

Core-book for English classes, with five main topics: origins of language and the birth of writing, how babies learn to talk, varieties of English, history of the language in England, and the historical and political reason for the world importance of English. Makes use of extracts from literature from a wide range of sources.

14 - 16

SHOWERS, P: The listening walk. A & C Black, 1973.

7 - 9

STRANGE, Derek: Language and languages. Oxford University Press, 1982.

For pupils about to start on the study of a foreign language. Aims to develop their awareness of language, increase their understanding of English and stimulate their interest in other languages. Includes analysis of the sounds, scripts, structure and the use of language and practical uses of learning a foreign language.

10 - 12

WALLWORK, J F: Language and linguistics. Heinemann, 1969.

An introduction to the study of Linguistics, designed primarily for Sixth-formers and students in colleges of education. The workbook contains exercies and subjects for discussion.

16 - 18

WELLS, J C: Accents of English. Vol.1: An introduction; Vol.2: The British Isles; Vol.3: Beyond the British Isles. Cambridge University Press, 1982 (tape available).

Other materials which are suitable for use by pupils but which are not commercially available are:

ALPINE (Awareness of Language Project in Norfolk Education)
R E Whiley, Coordinator of French in the Middle Years,
Central Area Education Office,
28, St Giles Street, Norwich NR2 1TQ

Language Awareness (Nottinghamshire Curriculum Development Unit)
Miss M Squire,
Chaumont,
Willow Way,
Burton Joyce, Notts.

These materials are available for inspection only at CILT.

B: Sources of materials for use by teachers

BARBER, C L: The story of language. Pan, revised edition, 1982.

A useful source book, easy to read, including essential concepts of phonology, accidence, etymology and semantics.

CARTER, Karen: Proposals for teaching 'background' topics (French - Level 1). West Sussex County Council, 1980. Teacher's handbook available for reference, but not for sale, at CILT

CRUTTENDEN, Alan: Language in infancy and childhood. Manchester University Press, 1979.

DE VILLIERS, Peter A and Jill G De Villiers: Early language. Fontana/Open Books, 1979.

ELLIOTT, R W V: Runes. Manchester University Press, 1959

FAST, Julius: Body language. Pan, 1971.

FREEMAN, P: Europe today and tomorrow. Longman, 1977.

One chapter examines the nature of the ethnic and linguistic barriers to harmony in Europe, and considers the role which various forms of communication can play in overcoming them.

FREEMAN, Roger D and others: Can't your child hear? Croom Helm, 1981.

Intended for the parents of hearing-impaired children, this book has useful sections on the signing systems used by the deaf.

GEIZEL, J: The Europeans. Longman, 1969, out of print.

A survey of the ethnic origins and languages of the peoples of Europe.

GELLING, Margaret: Signposts to the past: Place names and the history of England. J M Dent, 1978.

HALL, Edware T: The silent language. Doubleday/Anchor, 1973.

HAWKINS, Eric: Awareness of language: an introductory guide for teachers. Cambridge University Press, 1984.

A practical background book for teaching language awareness which also expands and supplements materials in the Awareness of Language series topic books. The accompanying cassette provides examples for the topic books and illustrations for the introductory guide.

HOULTON, David: All our languages: A handbook for the multilingual classroom. Edward Arnold, forthcoming 1985.

This handbook for primary school teachers in multi-cultural areas presents practical classroom ideas for supporting the bilingualism of ethnic minority children and introducing all children to linguistic diversity. Includes information about cultural diversity and gives sources for help and further research.

JAMES, C V (ed.): The older mother tongues of the United Kingdom. Centre for Information on Language Teaching and Research, 1978.

JORDAN, Terry G: The European culture area: a systematic geography. Harper and Row, 1973.

The book treats Europe as a culture area and emphasises human geography, and it contains one chapter about the geography of languages in Europe, with a map.

KATZNER, K: The languages of the world. Routledge & Kegan Paul, 1977.

A compendium of information on 500 living languages. It has a chart of the world's language families, passages in the native scripts of 200 languages, together with an English translation, and a country-by-country survey listing every country in the world along with latest information about the principal languages spoken, and the number and distribution of speakers.

KING, Charles: Hieroglyphs to alphabets. Fred Muller (no date known).

KLEIN, G: Resources for multi-cultural education: an introduction. Longman, 1982.

KOSINSKI, L: The population of Europe. Longman, 1970, out-of-print.

A study of European demography which provides information on the effects of migration on languages and on the relation between ethnic groups.

LINDEN, Eugene: Apes, men and language. Pelican, expanded edition, 1981.

MIDDLESEX POLYTECHNIC: Reading materials for minority groups. Reports and materials from Ms J Ingham, Middlesex Polytechnic, All Saints' Site, White Hart Lane, London, N17 8HR.

MILLER, Jane: Many voices: bilingualism, culture and education. Routledge and Kegan Paul, 1983.

On the basis of transcripts of conversations with bilingual children, this book discusses the problems and advantages of bilingualism, especially relevant for inner-city schools. Chapters 7 and 8 refer to the language awareness that bilinguals have and the educational implications thereof, with practical examples from London schools.

MORRIS, Desmond, and others: Gestures: their origin and distribution. Cape, 1979.

A highly amusing and readable book on man's use of gesture to communicate, and on the differences in use of gesture in twenty-five European countries.

PATTERSON, Francine and Eugene Linden: The education of Koko. Andre Deutsch, 1982.

THORPE, W H: Animal nature and human nature. Methuen, 1974.

VON FRISCH, Karl: Bees: their vision, chemical senses and language. Oxford University press, 1960, Jonathan Cape, 1968.

WELLS, Gordon: Language development in the pre-school years. Cambridge University Press, forthcoming March 1985.

WILLIAMS, Raymond (ed.): Contact: human communication and its history. Thames and Hudson, 1981.

C: Works of reference for teachers

I. GENERAL EDUCATION AND LANGUAGE TEACHING

BARNES, Douglas R: From communication to curriculum. Penguin, 1976.

BARNES, Douglas R and others: Language, the learner and the school: a research report. Penguin, revised edition, 1971 (Penguin papers in education).

CARTER, Ronald (ed.): Linguistics and the teacher. Routledge & Kegan Paul, 1982.

CILT: The Space between: English and foreign languages at school. Centre for Information on Language Teaching and Research CILT Reports and papers 10, 1984.

A language for life: report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the the chairmanship of Sir Alan Bullock FBA. HMSO, 1975.

See especially Part Four.

DES: Aspects of secondary education in England: a survey by H.M. Inspectors of schools. Department of Education and Science, HMSO, 1979.

See especially Chapter 6.

DONALDSON, Margaret: Children's minds. Fontana, 1978.

DOUGHTY, Peter: English and the curriculum. Edward Arnold, 1974.

DOUGHTY, Peter, and others: Exploring language. Edward Arnold, 1972.

DOUGHTY, Peter and Geoffrey Thornton: Language study, the teacher and the learner. Edward Arnold, 1973.

FALK, Julia S: Language and linguistics: bases for a curriculum prepared by ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Arlington, Virginia, 1979, (Language in Education: Theory & Practice 10).

GANNON, Peter and Pam Czerniewska: Using linguistics: an educational focus. Edward Arnold, 1980.

GATHERER, W A: A study of English. Heinemann, 1980.

GATHERER, W A and R B Jeffs: Language skills through the secondary curriculum. Holmes McDougall, 1980.

GRAVES, D H (ed.): Writing: Teachers and children at work. Heinemann, 1983.

HAWKINS, E W: "Language as a curriculum study" in The mother tongue and other languages in education. CILT, 1979 (NCLE Papers and Reports 2)

See also other papers in this and the companion volumes.

HAWKINS, Eric: Modern Languages in the Curriculum. Cambridge University Press, 1981.

H M Inspectorate of Schools: Curriculum 11-16: Modern languages, a working paper, July 1978. DES Information Division, 1978.

H M Inspectorate of Schools: Primary Education in England: A survey by H M Inspectors. HMSO, 1978.

HMSO: Language performance in Schools: Primary survey.
Report No. 1, HMSO, 1981
Report No. 2, HMSO, 1982

HMSO: Language Performance in Schools: Secondary survey.
Report No. 1, HMSO, 1982
Report No. 2, HMSO, 1982

KROLL, B and G Wells (Eds.): Explorations in the development of writing: theory and research. John Wiley, 1983.

LITTLE, A and R Willey: Multi-ethnic education: the way forward. Schools Council, 1981.

LUNGER, E A and others: Learning from the written word. Oliver and Boyd, 1984.

MERCER, Neil (ed.): Language in school and community. Edward Arnold, 1981.

MUTTON, Allan E: Language awareness and the place of Esperanto. Esperanto Teachers' Association, 140, Holland Park Avenue, London W11 4UF.

PERERA, K: The language demands of school learning. Open University Supplementary Reading Course no. 232 (Language Development) Open University Press, 1979.

RICHARDS, J: Classroom language: what sort? Unwin, 1978.

ROSEN, Harold and Tony Burgess: Languages and dialects of London schoolchildren: an investigation. Ward Lock Educational, 1980.

STEVICK, Earl W: Teaching and learning languages. Cambridge University Press, 1982.

STUBBS, Michael and Hilary Hillier (eds.): Readings in language, schools and classrooms. Methuen, 1983.

SUTTON, Clive (ed.): Communicating in the classroom. Hodder and Stoughton, 1981.

THORNTON, Geoffrey: Language experience and school. Edward Arnold, 1974.

TINKEL, A J: "The relationship between the study of language and the teaching of languages" in Issues in Language Education. CILT, 1981 (NCLE Papers and Reports 3).

See also other papers in this and the companion volumes.

TORBE, M and P Medway: Language teaching and learning: the climate for learning. Ward Lock Educational, 1981.

WILKINS, David: Linguistics in language teaching. Edward Arnold, 1972.

WILKINSON, Andrew: Language and education. Oxford University Press, 1975.

II. LANGUAGE AND LINGUISTIC THEORY

In this section, the works marked with an asterisk have also been found to be of use to older pupils in secondary schools, e.g. Sixth Formers taking a course in Principles of Language or a General Studies course in Communications/Linguistics.

*AITCHISON, Jean: The articulate mammal; an introduction to psycholinguistics. Hutchinson, 1976.

AITCHISON, J: Language change; progress or decay? Fontana, 1981.

BAETENS-BEARDSMORE, H: Bilingualism: basic principles. Tieto Ltd., 1982.

BAUGH, A C and T Cable: A history of the English language. Routledge & Kegan Paul, revised edition, 1978.

BOLINGER, D and D A Sears: Aspects of language. Harcourt Brace Jovanovich, revised edition 1981.

*BRADLEY, Henry (revised by Simeon Potter): The making of English. Macmillan, revised edition, 1968.

*BROOK, G L: Varieties of English. Macmillan.

BURCHFIELD, Robert: The Spoken Word: A BBC Guide. BBC, 1981.

*BURGESS, Anthony: Language made plain. Fontana/Collins, revised edition, 1975.

COOK, V J: Young children and language. Edward Arnold, 1979.

CORDER, S P: Introducing applied linguistics. Penguin, 1973.

CORNER, John and Jeremy Hawthorn: Communication studies: an introductory reader. Edward Arnold, 1982.

CRYSTAL, David: Linguistics. Penguin, 1971.

CRYSTAL, David: Child language, learning and linguistics. Edward Arnold.

CRYSTAL, David: What is linguistics? Edward Arnold, 1974.

CULLER, Jonathan: Saussure. Fontana, 1976.

*FOSTER, Brian: The changing English language. Macmillan, 1968, Penguin, 1970.

*FROMKIN, Victoria and Robert Rodman: An introduction to language. Holt, Rinehart and Winston, 1974.

*GIMSON, A C: An introduction to the pronunciation of English. Edward Arnold, second edition 1974.

*GIMSON, A C: A practical course of English pronunciation. Edward Arnold, 1975.

HALLIDAY, M A K: "The functional basis of language" in Class, codes and control (Bernstein, B (ed.) Vol 2.) Routledge & Kegan Paul, 1973.

HALLIDAY, M A K: Language and social man. Longman, 1974.

HALLIDAY, M A K: Learning how to mean. Edward Arnold, 1975.

HUDSON, Kenneth: Dictionary of diseased english. Macmillan, 1977.

*JESPERSEN, Otto: Growth and structure of the English language. Basil Blackwell, 1946.

KRASHEN, Stephen D: Second language acquisition and learning. Pergamon, 1981.

*LADEFOGED, Peter: Elements of acoustic phonetics. University of Chicago Press, 1962.

*LEECH, Geoffrey: Semantics. Pelican, 1974.

LEECH, G and others: English grammar for today. Macmillan, 1982.

LYONS, J: New horizons in linguistics. Penguin, 1970, (Pelican Original).

MINNIS, N: Linguistics at large. Collancz, 1971.

*MOSS, Norman: What's the difference? Hutchinson.

*O'CONNOR, J D: Phonetics. Pelican, 1973.

*O'CONNOR, J D and G F Arnold: Intonation of colloquial English. Longman, second edition, 1973.

*O'DONNELL, W R and Loreto Todd: Variety in contemporary English. George Allen and Unwin, 1980.

*PALMER, F: Grammar. Pelican, 1971.

*PALMER, F R: Semantics: a new outline. Cambridge University Press, 1976.

*PEI, Mario: The story of the English language. George Allen and Unwin, 1968.

POTTER, S: Our language. Penguin, revised edition, 1966, (Pelican).

PUGH, A K and others (eds.): Language and language use. Open University course E263 set book. Heinemann, 1980.

*PYLES, Thomas: The origins and development of the English language. Harcourt Brace Jovanovich, second edition, 1971.

*PYLES, Thomas and John Algeo: English: an introduction to language. Harcourt Brace Jovanovich, undated.

*QUIRK, Randolph: The use of English. Longman, second edition, 1968.

ROBINSON, Ian: The survival of English. Cambridge University Press, 1973.

STUBBS, Michael. Language and literacy. Routledge & Kegan Paul, 1980.

TRUDGILL, P: Accent, dialect and the school. Edward Arnold, 1975.

*TRUDGILL, Peter: Sociolinguistics: an introduction. Pelican, 1974.

*ULLMANN, Stephen: Semantics: an introduction to the science of meaning. Basil Blackwell, 1962.

WADE, Barrie (ed.): Language perspectives: papers from 'The Educational Review'. Heinemann, 1982.

*WAKELIN, Martyn F: English dialects: an introduction. Athlone Press, revised edition, 1977.

WALLWORK, J F: Language and people. Heinemann, 1978.

III. JOURNAL AND NEWSPAPER ARTICLES

Where an article has been summarised in Language Teaching (formerly Language Teaching and Linguistics: Abstracts) a reference starting LTLA is given. The number that follows refers to the year in which the abstract appeared, e.g. 75-271 = 1975, abstract no. 271.

ALPIN, T R W: "An introduction to language". British Journal of Language Teaching, vol 19 no.2, summer 1981.

BLOOR, Thomas: "Learning about language: the language studies issue in secondary schools". English in Education, vol 13 no.3, autumn 1979, pp 18-22.

BRUMFIT, C J and K F Reeder: "The role language study in teacher education". Educational Review (Birmingham) vol 26 no.3, 1974, pp251-9. LTLA: 75-271.

GARDNER, R A and B T Gardner: "Teaching sign language to a chimpanzee". Science, 165, August 1979.

HALLIDAY, M A K: "Relevant models of language". Educational Review, Vol. 22 no.1 pp 26-50.

HAWKINS, Eric: "Awareness of Language". Times Educational Supplement, no.3310, 16.11.79, pp34-5.

HENRICI, Gert: "The framework for linguistics as a school subject." Linguistik und Didaktik, vol 5 no.3, 1974, pp182-193. LTLA: 75-112.

PREMACK, Anne J and David Premack: "Teaching language to an ape." Scientific American, October 1972.

STORK, F C and others:" Language study in secondary education". English in Education, vol 14 no.1, spring 1980, pp23-34
no.2, summer 1980, pp18-29.

TINKEL, Tony: "A proposal for the teaching of linguistics at the secondary level". MALS Journal (Birmingham), vol 4 spring 1979, pp79-100. LTLA: 80-133.

TINKEL, Tony: "Language study in the sixth form". Nottingham Linguistic Circular, vol 10, no.2, December 1981.

WEEKS, Valerie: "Language awareness: a new approach to teaching English". Times Educational Supplement, no.3487, 29.4.83, pp52-53.

D: Class reference books

ADDISON, N: Understanding English place names. Futura, 1979.

ADDISON, N: Understanding English surnames. Batsford, 1978.

BRUN, T: International dictionary of sign language. Wolfe, 1969.

CAMERON, K: English place names. Batsford, 1978.

FOWLER, H W: A dictionary of modern English usage: Oxford University Press, 1926.

GLENDENNING, P J T: Teach yourself to learn a language. English Universities Press (now Hodder and Stoughton,) 1965.

GOWERS, Sir Ernest: The complete plain words. HMSO, 1954.

NEWNHAM, R and Tan Lin-Tung: About Chinese. Penguin, 1971.

QUIRK, Randolph and Sidney Greenbaum: A university grammar of English. Longman 1973 (See also R A Close in Section A).

REANEY, P H: The origin of English place names. Routledge & Kegan Paul, 1960.

REANEY, PH: The origin of English surnames. Routledge & Kegan Paul, 1967, paperback, 1980.

Appendix B

A MAP OF LANGUAGE AWARENESS ACTIVITIES

The map above and those on the next page indicate, according to Local Education Authority, those parts of the country in which any Language Awareness work is taking place.

NORTH EASTERN
SOUTH EASTERN
NORTHERN IRELAND
Education and Library Board boundary
County boundary

GREATER LONDON
BOROUGHS
C=City of London
Inner London
Education Authority

51

Appendix C

A LIST OF SCHOOLS CARRYING OUT LANGUAGE AWARENESS WORK

Schools active in the field of Language Awareness

Numbers relate to type of activity as listed below, where known.

1) A course for 11-13 year olds, to create awareness of and interest in "language" as a preparation for foreign language learning.

2) A Language Awareness or linguistics element in Humanities or English for 11-13 year olds.

3) A course in the language development of children as part of a Child Care, Preparation for Parenthood or Social Studies course in fourth or fifth years.

4) Introduction to linguistics in the sixth form (possibly as part of General Studies.)

Avon

Whitefield Fishponds School, Bristol (1, 2 and 3)
Backwell School, Bristol (2)
St. Mark's School, Bath (2)
Hayesfield School, Bath (3)
St. Mary Redcliffe and Temple School, Bristol (1 and 2)
Hartcliffe School, Bristol (3)
Patchway High School, Bristol (3)
Nailsea School, Nailsea
Broadoak School, Weston-Super-Mare (2 and 3)
Norton Hill School, Midsomer Norton (2 and 4)
Chipping Sodbury School, Bristol (2)
Broadlands School, Keynsham (3)
Mangotsfield School, Bristol
Monks Park School, Bristol (2 and 3)
Brislington School, Bristol (2)

Barnsley

St. Helen's School (2)
Darton High School (4)
Milefield Middle School (3)
Wombwell High School (4)
Holgate School (2)
Honeywell School (3)
The Priory School (3)

Bedfordshire

Beech Hill High School, Luton

Belfast

Orangefield Boys' Secondary School (1)
St. Gabriel's Secondary School (1)

Birmingham

St. Paul's RC Girls' School (4)
Baverstock School (1)
Bishop Challoner RC Secondary School (1)
Washwood Heath School (1)
Holte School (2)
Holyhead School (2)
Cadbury College (4)
Bordesley Green Girls' School (1)
Four Dwellings School (1)
Hodge Hill School (1)
Moseley School (1)
Perry Common Comprehensive School (1)
Queensbridge School

Bolton

Sharples School

Bradford

Lidget Green Middle School (1)
Thornbury Middle School (1 and 2)
Tyersal Middle School (1 and 2)
Nab Wood Middle School (1 and 2)
Hainsworth Moor Middle School (1 and 2)
Burley Middle School (1 and 2)
Priestman Middle School (2)
Delf Hill Middle School (1 and 2)
Stoney Lee Middle School (1 and 2)
Tong Upper School (3)
Hanson Upper School (3)
Belle Vue Boys Upper School (1 and 3)
Greenland Upper School (1)

Brent

William Caldstone High School (1 and 3)

Bromley

Bullers Wood School for Girls (1)

Buckinghamshire

Lord Grey School

Cambridgeshire

Hichingbrooke School, Huntingdon (4)

Clwyd

Ysgol Evvirys op Iwan School, Abergele (1 and 4)

Coventry

Foxford School (1)

Croydon

Monks Hill High School (1)

Derbyshire

Sinfin School, Derby (1)
Ripley Mill Hill School
Hadfield School (1)

Devon

Okehampton School and Community College (2)
Estoner Comprehensive School, Plymouth (1)

Dorset

The Woodroffe School, Lyme Regis (4)
Bournemouth Grammar School for Girls (4)
Fosters School, Sherborne (1)

Durham

St. Bede's RC Comprehensive School, Lanchester (1)

Ealing

Villiers High School
Hambrough Combined School
Acton High School

East Sussex

Varndean Sixth Form College

Enfield

Winchmore School (2)
St. Angela's School (4)
Albany School (4)
Ambrose Fleming School (4)
Aylward School (4)
Bullsmoor School (4)
Enfield Chace School (4)
Kingsmead School (4)
Minchenden School (4)
Salisbury East School (4)

Essex

SE Essex Sixth Form College (4)

Haringey

Somerset School (1)

Hereford - Worcester

Christopher Whitehead High School
Wolverley High School (4 and 1)
The Dyson Perrins C of E High School (1)
The Abbey High School (4)
Alvechurch C.E. Middle School
Haywood High School (1)

Hertfordshire

Tring Secondary School (1)
The Highfield School, Letchworth (4)
St. Angela's RC School Stevenage (4)
Heathcote School, Stevenage (4)
Collenswood School, Stevenage (4)
Bedwell School, Stevenage (4)
Sir Frederic Osborne School, Welwyn Garden City (4)
Holy Trinity RC School, Welwyn Garden City (4)
Hatfield School (4)
Bishop's Hatfield Girls' School (4)
St. Audrey's School, Hatfield (4)
Nicholas Hawksmoor School, Boreham Wood (4)
Mount Grace School, Potters Bar (4)
Owen's School, Potters Bar (4)
Francis Bacon School, St. Albans (4)
Townsend School, St. Albans (4)
Margaret Dane School, Bishop's Stortford (4)
The Sele School, Hertford (4)

The John Warner School, Hoddesdon (4)
Cardinal Bourne School, Broxbourne (4)
Hemel Hempstead School (4)
Adeyfield School, Hemel Hempstead (4)
The Highfield School, Letchworth (4)
Ashlyns School, Berkhamsted (4)
Queens' School, Bushey (4)
Bushey Meads School, Bushey (4)
William Penn School, Rickmansworth (4)
St. Joan of Arc RC School, Rickmansworth (4)
Westfield School, Watford (4)

Hounslow

Hounslow Manor Comprehensive School (1)
Longford Comprehensive School (1)

Humberside

Brumby Comprehensive School, Scunthorpe (planning 1)
Snaith School (planning 1)

ILEA

North Westminster Community School (1)
Archbishop Michael Ramsey School (1)
Quinton Kynaston School (1)
Parliament Hill School (2)
Stoke Newington School (1)
Clissold Park Comprehensive School

Isle of Man

Douglas High School (2)
Ballakermeen Junior High School, Douglas (2)
Castle Rushen High School, Castletown (2)
Queen Elizabeth II High School, Peel (2)
Ramsey Grammar School (2)
College of FE (Nursery Nurse course)

Kent

Aylesford School, Maidstone (1)
Charles Dickens School, Broadstairs (3)
The Eden Valley School, Edenbridge
Hillview Secondary School for Girls, Tonbridge

Leeds

15 primary schools are engaged in a project based on awareness in language.

Lothian

A long-term project is starting in Primary schools in 1984-85 which is to be continued eventually into the Secondary stage.

Manchester

Parrs Wood High School (1)
Ducie Central High School (2)
St. Alban's High School (2)
Whalley Range High School (4)

Newcastle-upon-Tyne

Gosforth High School (3)

Sunderland

Farringdon School (1)
Ryhope School (1)

Surrey

Weydon County Secondary School, Farnham (1)
Thamesmead School, Shepperton (1)
St. Andrews RC School, Leatherhead (1)
The authority is planning a substantial initiative next year in middle schools.

Trafford

Delahays Secondary School for Girls, Altrincham (1)
Great Stone Secondary School, Stretford.

Walsall

Alumwell Comprehensive School (1 and 3)
Brownhills Comprehensive School (3)
Blue Coat C.E. Comprehensive School (2 and 4)
Darlaston Comprehensive School (2)
Joseph Leckie Comprehensive School (3)
Manor Farm Comprehensive School (1,2 and 3)
Pelsall Comprehensive School (2 and 4)
Pool Hayes Comprehensive School (2)

Queen Mary's High School (4)
Shire Oak Comprehensive School (3)
Sneyd Comprehensive School (3)
St. Francis of Assissi RC Comprehensive School (2 and 3)
Streetly High School (2 and 3)
Willenhall Comprehensive School (3)
Blackwood Middle School (1)

Newham

Little Ilford School (1)
Rokesby School (1)

Norfolk

Alpine Materials (A Language Project in Norfolk Education) have been provided to 10 High Schools (11/12 - 16/18), 30 Middle Schools (8/12) and 32 Primary Schools (5/9 - 11) in the County of Norfolk. Evaluation of the project is proceeding. The adviser, Mr R E Whiley has requested that no direct approach for information be made to the schools; they are therefore not listed here. Further information should be sought from Mr Whiley himself.

Northamptonshire

Northampton Trinity School, Northampton (1)
Kingsthorpe Upper School, Northampton (1)
Chenderit School, Banbury (1)

North Tyneside

Valley Gardens Middle School, Whitley Bay

Nottingham

The Manning School (1)

Oxon

The Henry Box School, Witney (1,3)
Banbury School (1)
Faringdon School, Faringdon (1)
Milham Ford School, Oxford
Bayswater Middle School, Oxford (1)
Cooper School, Bicester (1)
Larkmead School, Abingdon (3)
Peers School, Littlemore (1)
Lord Williams School, Thame (1)
Wood Green School, Witney (1,3 and 4)

Richmond

Orleans Park School (3)

Salford

Broughton High School
Clarendon Park High School
Irwell Valley High School
Kersal High School

Sheffield

Carter Lodge School (1)
High Green School (1)

Staffordshire

Holmcroft Middle School (1)

Stockport

Hazel Grove High School (1)

Suffolk

Reydon High School, Southwold (1)

Waltham Forest

Rush Croft High School (3)
Highams Park Senior High School (2)
Tom Hood Senior High School (2)
Leyton Senior High School for Girls (3)
William Morris Senior High School (2)
Walthamstow Senior High School for Girls (2)
Cardinal Wiseman Senior High School (2)

West Glamorgan

Bishopston Junior School
Rhos Primary School
Rhyd-y-fro Primary School
Glanafan Comprehensive School, Port Talbot (2 and 4)

Wigan

Shevington High School (1)

Independent Schools

The Oratory School, Woodcote

The following authorities/schools have indicated interest in beginning or developing Language Awareness work further:

Authorities

Birmingham
Bolton
Dumfries
Manchester
Rotherham
Sheffield
Wakefield
Wigan

The London Boroughs of:

Barking and Dagenham
Havering
Merton

Bedfordshire
Central Regional Council
Clwyd
Kirklees
Mid-Glamorgan
North Yorkshire
Powys
South Tyneside
Tameside
Warwickshire
Western Isles Islands

Schools

Culverham School, Bath
Chase Cross School, Romford
Marshalls Park School, Romford
Areley Kings, The Windmill School, Stourport-on-Severn
The John Masefield High School, Ledbury
Vale Wood Primary School, Liverpool
Hillside High School, Bootle
Kingsfield School, Bristol

The above list was compiled primarily from responses to questionnaires sent to Local Education Authorities in 1982 and 1984. It should be noted that several authorities replied to the request for information indicating that they knew that Language Awareness featured as an aspect of courses in their schools, but were unable to be more specific. A number of schools are also involved in Language Across the Curriculum projects. The Working Party would like to express its appreciation of the responses, including those where a 'nil' finding was indicated!